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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | | | | | | | | | |
| **UNIT No: 1** | **TERM: 2010-11** | | **PROJECT TITLE: Totems** | | | | | | **LENGTH: 15 hrs** | | | | **GROUP: Yr 8** | |
| **KNOWLEDGE and UNDERSTANDING**  **(with regard to providing effective learning opportunities for all pupils):**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Art of NORTH AMERICA | | | | | | | | | **CURRICULUM OPPORTUNITIES**  **(for all pupils):** | | | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **YEAR 8 Schemes of Work**  **UNIT No: 1**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Art of NORTH AMERICA  **UNIT No: 2**  Skills Area: Clay  Historical & Cultural Studies: Art of SOUTH AMERICA  **UNIT No: 3**  Skills Area: Textiles  Historical & Cultural Studies: Art of ASIA | | | | | | | | |
| **KEY CONCEPTS - Pupils should be taught about:** | | | | | | | | | | | | | | |
| **1.1 Creativity**   1. Producing imaginative images, artefacts and other outcomes that are both original and of value. 2. Exploring and experimenting with ideas, materials, tools and techniques. 3. Taking risks and learning from mistakes. | | **1.2 Competence**   1. Investigating, analysing, designing, making, reflecting and evaluating effectively. 2. Making informed choices about media, techniques and processes. | | | | **1.3 Cultural understanding**   1. Engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making. 2. Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts. | | | | **1.4 Critical understanding**   1. Exploring visual, tactile and other sensory qualities of their own and others’ work. 2. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. 3. Developing their own views and expressing reasoned judgements. 4. Analysing and reflecting on work from diverse contexts | | | | |
| **KEY PROCESSES - Pupils should learn how to:** | | | | | | | | | | | | | | |
| **Explore and create**   1. develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources 2. investigate how to express and realise ideas using formal elements and the qualities of a range of media 3. make purposeful images and artefacts, selecting from a range of materials, techniques and processes 4. draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure 5. explore and develop ideas using sketchbooks, journals and other appropriate strategies. | | | | | | **Understand and evaluate**   1. use research and investigative skills appropriate to art, craft and design 2. appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts 3. reflect on and evaluate their own and others’ work, adapting and refining their own images and artefacts at all stages of the creative process 4. analyse, select and question critically, making reasoned choices when developing personal work 5. develop ideas and intentions when creating images and artefacts 6. organise and present their own material and information in appropriate forms. | | | | | | | | |
| **TEACHING ACTIVITY – *Make reference to the following KS4 Assessment Objectives when describing KS3 activities:***   1. Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding 2. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes 3. Recording ideas, observations and insights relevant to intentions in visual and/or other forms 4. Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements | **STAGE No.1** | | | **STAGE No.2** | **STAGE No.3** | | **STAGE No.4** | **STAGE No.5** | | | | **STAGE No.6** | | |
| **KS4 ASS OBJ/S:**  **1, 3** | | | **KS4 ASS OBJ/S:**  **1, 2** | **KS4 ASS OBJ/S:**  **1, 2, 3** | | **KS4 ASS OBJ/S:**  **2, 3** | **KS4 ASS OBJ/S:**  **2** | | | | **KS4 ASS OBJ/S:**  **3, 4** | | |
| * Research Page: First Nations – facts and drawings using coloured pencils. | | | * Colour Symbolism: Use of Colour to represent feelings and emotions. * Colour-mixing and painting practice: Tertiaries | * Introduction: Totems and Heraldry – facts and drawings using coloured pencils. * Animal Symbolism: Use of Animals to represent feelings and emotions. * Photo-morphing of self to animal totem image. * Colour-mixing and painting practice: Animal skin textures | | * Design your own Totem Pole with 5 items to represent you and your world. | * Colour-mixing and painting practice: Tints and tones. | | | | * Drawing out of Totems onto paper – 1 x A2 portrait per totem - paper to be curved. Shapes can be cut out and/or added. * Painting of totem poles. | | |
| **SUBJECT-SPECIFIC SKILLS** | Drawing from observation and imagination, composition. Historical and Cultural Studies – selection of relevant information. | | | Colour-theory and mixing using paint. | Digital imagery manipulation.  Painting from observation and brushwork technique. Historical and Cultural Studies – selection of relevant information. | | Drawing from observation and imagination, composition. | Colour-theory and mixing using paint. | | | | Drawing and painting from observation and imagination | | |
| **USE OF ICT** |  | | |  | [www.youwild.org](http://www.youwild.org) and <http://www.morphthing.com> | |  |  | | | | Digital photography and upload of images into Gallery on the Art Dept wikispace. | | |
| **LANGUAGE for LEARNING** | Research, historical and cultural studies, observation, composition. | | | Symbolism, representation, mood, emotion, communication, primaries, secondaries, tertiaries | Symbolism, representation, communication, metaphor, totem, emblem, crest. | | Design, composition, symmetrical, asymmetrical, inspiration, harmony, balance | Tints, pastels, tones, tonal variations, tonal values, form | | | | Aesthetic qualities, shape, form | | |
| **Resources** | Information about Native American Peoples; sketchbooks; drawing equipment; coloured pencils | | | Colour symbolism from different times and places; sketchbooks; painting equipment | [www.youwild.org](http://www.youwild.org) and <http://www.morphthing.com>; totem animals on L: Drive digital camera; computers; sketchbooks; painting equipment | | Sketchbooks; drawing equipment; coloured pencils | Sketchbooks; painting equipment | | | | A2 Paper; sketchbooks; painting equipment | | |
| **EVALUATION and ASSESSMENT (Pupil and Teacher)** | Observation and Drawing, Historical and Cultural studies assessment for and of learning using level descriptors | | |  |  | | Observation, Drawing and Imagination assessment for and of learning using level descriptors | Painting assessment for and of learning using level descriptors | | | | Observation, painting and Imagination assessment for and of learning using level descriptors | | |
| **HOMEWORKS** | Totem Pole – facts and picture. | | |  | Design your own personal crest/coat of arms. | | Photo montage of “My Favourite Things”. | Collect a good quality colour image for each item on your personal totem pole. | | | | Dream Catchers – facts and picture. | | |
| **SUCCESS CRITERIA**  **Some pupils will not have made much progress and will have achieved:**  **Level 3** | **Pupils can use a few approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They develop some practical skills and use different materials and processes when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, making basic connections to the contexts in which the work was made. They discuss their own work and that of others and consider how they might improve their ideas, skills and processes.**  **OBSERVATION**  **Pupils can** copy some detailed 2D (two-dimensional) shapes.  **DRAWING**  **Pupils can** use a pencil, charcoal, crayons, chalk pastels and oil pastels to draw with some control.  **They can** use different strengths and thicknesses of line.  **PAINTING**  **Pupils can** use a paintbrush with some control to make steady outlines and flat shapes.  **They can also** mix primary colours together to make secondary colours as well as some tertiary colours.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** research useful information about a topic by looking at books, CDRoms, the Internet and other sources.  **They can also** use tell others about what they have learnt. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Most pupils will have made progress and will have achieved:**  **Level 4** | **Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.**  **OBSERVATION**  **Pupils can** copy some detailed 2D (two-dimensional) shapes and some simple 3D (three-dimensional) forms.  **DRAWING**  **Pupils can** use different strengths of tonal shading to make the highlights, mid-tones and shadows that create the illusion of 3D form.  **They can also** make new colours by shading different ones on top of each other using a range of different drawing materials.  **PAINTING**  **Pupils** can use a paintbrush with control to paint different shapes without going over the outlines.  **They** can mix primary colours to make secondary colours and use a range of light and dark tertiary colours as well as the colours that the paint comes in.  **IMAGINATION**  **Pupils can** come up with their own interesting and imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** use research from books, CDRoms, the Internet and other sources to talk and write about art, craft & design from different times and places.  **They can also** use a range of subject-specific keywords. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 5** | **Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.**  **OBSERVATION**  **Pupils can** copy 2D and 3D images from Primary and Secondary sources realistically.  **They can** record 3D forms accurately because they make sure that the lengths, heights and widths of their subjects are measured correctly in comparison with each other.  **DRAWING**  **Pupils can** mix a wide range of colours by shading different ones on top of each other using a range of different drawing materials.  **Pupils can** create a spectrum of different tonal values and follow contours with highlights, mid-tones and shadows to create 3D form, light effects and the illusion of space.  **PAINTING**  **Pupils** can use a paintbrush with control to paint a range of different shapes and details without going over the outlines.  **They** can mix a wide range of colours and follow contours with highlights, mid-tones and shadows to create 3D form, light effects and the illusion of space.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas that are creative and original because they have thought carefully about want they want to express.  **They can** choose and use objects, people and places in the world around them for their artistic inspiration.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** choose the most relevant points from books, CD-ROMs, the Internet or other sources of research to help them when talking and writing about art, craft and design.  **They can** communicate facts, compare art, craft and design, and make useful comments about their own work and the work of others. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 6** | **Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively. They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.**  **OBSERVATION**  **Pupils can** copy 2D and 3D images from Primary and Secondary sources realistically to communicate the SHAPE, FORM and TEXTURE of the things they see.  **They can** record objects and images using the correct proportions for the different DIMENSIONS so that these are shown accurately whether reduced in size, recorded to scale, enlarged or subject to the basic effects of PERSPECTIVE.  **DRAWING**  **Pupils can** use a wide range of drawing materials with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use highlights, mid-tones and shadows to successfully create 3D form, light effects, mood and the illusion of depth in their work.  **They can also** use a range of marks to create texture.  **PAINTING**  **Pupils can** paint with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use highlights, mid-tones and shadows to successfully create 3D form, light effects, mood and the illusion of depth in their work.  **Pupils can also** use a range of marks to create texture.  **IMAGINATION**  **Pupils can** come up with imaginative ideas that are creative, exciting and original because they have thought carefully about want they want to express.  **They can** gain artistic inspiration by exploring the world around them for support with their ideas and experiments.  **They can** develop their different designs by making decisions about their work as they go along  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** investigate chosen topics by using books, CD-ROMs, the Internet and other sources of research to develop their wider CONTEXTUAL knowledge of art, craft and design.  **They can** compare art, craft and design from different times and places using information and HYPOTHESIS.  **They can** make critical judgements about their own work and the work of others. | | | | | | | | | | | | | |